



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

FOREIGN NOTES

THE CHICAGO CONGRESS.

The London *Educational Times* of Nov. 1, 1893, contrasts the Oxford conference with the congress held at the World's Fair. It says that at Chicago all kinds of questions were discussed and that the record when published will constitute a veritable and colossal encyclopaedia of pedagogy. The questions discussed at Oxford were all of a limited and practical character. The results are indirect rather than direct. At Chicago the enormous gathering often applauded the vaguest sentiments.

COMMISSIONER HARRIS'S REPORT.

The London *Journal of Education*, December 1, 1893, in referring to the Report of the Commissioner of Education in the United States, 1889-90, expresses the wish that the "English government should, at least, draw up reports and compile statistics, to include a survey of both secondary and primary education at home and abroad, in as thorough-going, accurate, and large-minded a manner as we find in Mr. Commissioner Harris's Report."

RESEARCH V. EXAMINATION.

Journal of Education, (London,) December 1, 1893.

We should have noticed, last month, Professor Ruecker's inaugural address at Bedford college. The text was Research v. Examination; and the signs of the times, portending the wane and decline of the examination craze, were well read. In the education department inspection is superseding examination; at Cambridge, the Smith's Prizes are given for successful theses, fellowships are awarded for research, and the degree of Litt. D. is conferred solely for literary work. Even in the university of London laboratory notebooks are submitted to the examiners, thus recognizing work done outside the examination-room, and the degree of Doctor of Science may be obtained by original work alone. These are but a feather-weight when set against all the rewards and honours that examination can boast, but they indicate which way the balance is turning. The application of Professor Ruecker's sermon was obvious, but well put. As women have distinguished themselves in the schools and triposes, so now they are called upon to win distinction in the more excellent way of research.

ENGLAND.

The Oxford Conference.—The same journal calls the Oxford Conference on Secondary Education by far the most representative one ever brought together on this subject, every school of thought and every organization being represented. It was held October 10th and 11th. The two fundamental questions discussed were: (1.) What should be the

curriculum of the secondary schools? (2.) What should be their government? A commission of inquiry was proposed. The Rev. T. W. Sharpe of the education department, said that if a commission were appointed it should be brought to a close by the end of the year. Two things were wanted in England: simplicity of classification in schools, and elasticity of organization. If a commission would help to bring these about, it would have done a great work for England. Prof. Jebb warned against the danger of stereotyping. Nothing is more important, in the true interests of secondary education, than to preserve the independence of teachers and the individuality of schools. Not the least serious danger would be that which would threaten the private schools if they had to compete with those receiving grants from the state. Considerable emphasis was put upon the importance and extent of the educational work due to private enterprise. All this sounds familiar enough to Americans.

UNIVERSITY EXTENSION.

The Journal of Education, (London,) October 1, 1893.

In another point also the Cambridge Summer meeting is worthy of notice, and that is the unanimous pronouncement obtained from the conference of the students in favour of applying for State aid, and the fact that the authorities of the Cambridge syndicate have openly supported and backed up the proposal. When Mr. Sadler first hinted the idea at Oxford some four or five years since, the Cambridge authorities were by no means so sympathetic, and rather threw cold water on the idea. They have, however, like other persons, seen fit to change their attitude, and, with the apparently promised support of Mr. Acland and the Education department, Mr. Sadler, Miss Montgomery, and the active advocates of the new policy are in a much stronger position than they have been before. Still, in spite of all this, to an unprejudiced observer who is not at present engaged in the task of balancing the accounts of some not too flourishing centre, the arguments pro and con would not seem to have changed materially. The endowment of technical education, much as it has been appealed to, is not really an argument in support, for the public money, in this instance, was avowedly given on purely commercial principles in order to improve our workmanship, and thereby make more secure our position in the markets of the world. Now, university teaching is in its essence entirely opposed to this mere bread-and-butter policy; it is avowedly carried on to provide, not the means of livelihood, but the means of life, and therefore any proposal to endow it from public sources must rely upon a wholly different argument. That the higher education of a nation is as deserving of public support as its merely material education is, no doubt, a proposition in favour of which much can be said, but it can hardly be maintained that the position of the movement is to-day so different from what it was a year or two since that objections, valid in former years, can now be neglected. Perhaps, indeed, the favourite English method for meeting such difficulties, a Royal com-

mission, or a special committee to investigate the whole question, would come to a fairer and juster decision than a conference of Extension students, who at best can hardly be considered wholly impartial in their views on this or any allied question.

EXAMINATION LISTS.

New York Evening Post.

The Oxford and Cambridge certificate examination lists, published in the *Guardian* of September 13, give some interesting indications of the condition of the higher education in England. The number of candidates was 1,683, an increase of 100 on the previous year, and they were sent by 80 schools. Several of the largest, however, as Harrow, Marlborough, and Charterhouse, were not represented. Eton heads the list with sixty boys, followed closely by Winchester, Rugby, and St. Paul's, London. The subjects for examination were 19, and 1,486 offered for elementary mathematics, 1,274 for Latin, 1,214 for Scripture knowledge, 1,025 for Greek, 1,012 for history, 1,001 for French. Natural science was divided into six subjects, and the total number offering was 435. As compared with last year, the students in the following subjects have decreased, viz.: history, botany, and physical geography; in the three divisions of "natural philosophy," there has been no increase, while the proportional numbers are the same in elementary mathematics and Scripture knowledge; and there has been a decided increase in French, German, and Greek, but especially in Latin. This would seem clearly to indicate that the leading public and grammar schools still hold fast to what have long been regarded as the best instruments of mental training, with a recognition of the unwise of the neglect of foreign languages in former days. The "honors" numbered 518, the higher mathematics leading with 95 (including a boy of thirteen), and being followed by French 78, English 73, Greek 51, and Latin 39. Two boys gained honors in five subjects, viz.: Latin, Greek, German, Scripture, and history. The lists also show that the number of girl candidates has increased, and that they offer principally French, German, elementary mathematics, and the "English" subjects. Greek and (rather singularly) music and drawing are hardly offered at all. The number of "honors" was very creditable, the 154 successful students receiving 86 "distinctions." The "lower certificates," for boys who do not intend to go to the universities, were given to 406 out of 838 candidates, a slight increase over 1892. The leading subjects were mathematics, French, English history, Scripture, and Latin, there being a very marked increase in the number offering English history.

O. B. Rhodes